Advanced English Vocabulary

Project, Structure, and Pedagogical Method

A documentary article on Arthur Levin's *Advanced English Vocabulary: A Journey Through Words and Expressions from C1 to C2*

Purpose. This article presents the conception, scale, internal architecture, learning sequence, representative material, and documented sources of the 2026 book *Advanced English Vocabulary*. It is an informational and bibliographic companion, not the complete book and not an endorsement by Internet Archive.

Book author	Arthur Levin
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How to read this article
Sections 1–5 give a compact overview; Sections 6–14 analyze the method and editorial scope; Sections 15–16 reproduce representative book pages and the author's complete preface; Sections 17–19 provide the complete principal-entry repertory, references, and a suggested Archive.org deposit record.

1 The book at a glance

360
principal lexical articles

360
connected targets

6
stages from C1 to C2

216
judgment-based exercises

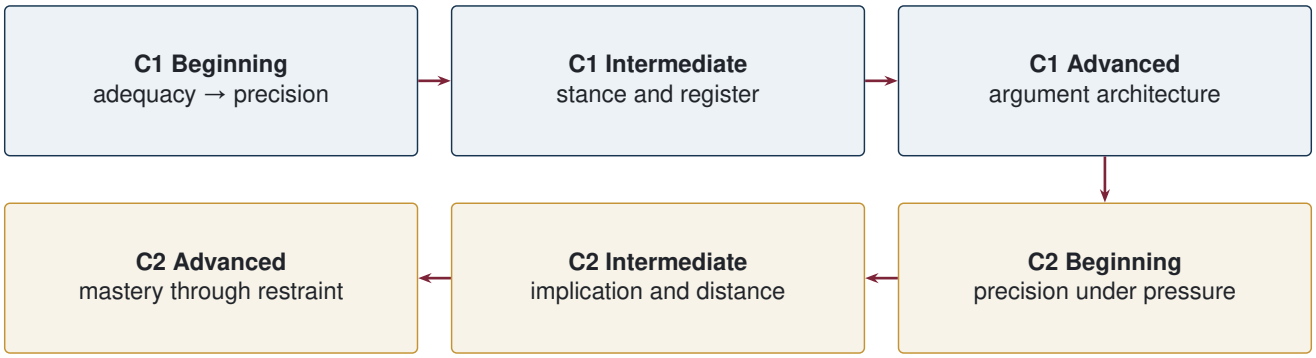
7
cumulative reading units

8
movements in every entry

Core aim	To move readers from recognizing advanced vocabulary to choosing it accurately under real semantic, grammatical, and rhetorical pressure.
Primary readers	Advanced learners entering C1 from a strong B2 base; C1–C2 learners seeking active control; educators; editors; and fluent or native speakers who want a systematic review of precision, register, and usage.
Method	Definition, three uses, word history, family, near-synonym contrast, constructional pattern, connected target, and a final decision rule—followed by spaced return in exercises and readings.
Editorial scope	Contemporary educated English; differences in meaning, construction, or connotation across international usage are noted when materially relevant.

A didactic, not official, level assignment
The book states explicitly that its C1 and C2 divisions are pedagogical. CEFR describes communicative competence rather than a closed vocabulary inventory; the relevant level attaches to the sense, construction, collocation, and degree of productive command taught in each article.

2 A six-stage progression

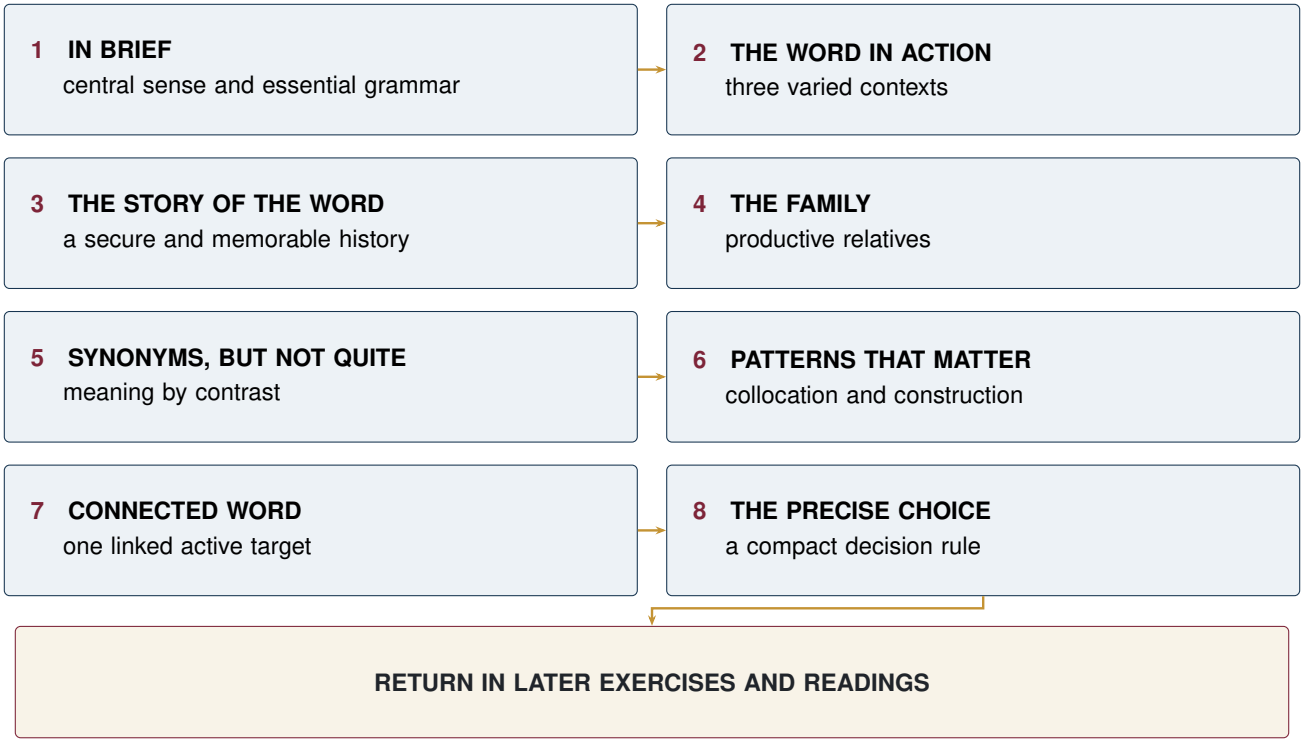


The progression is not a staircase of increasingly rare words. It is a change in what the reader must control. Early articles make useful distinctions immediately visible: whether evidence is *credible*, a conclusion *plausible*, or a statement merely well expressed. Later stages require finer judgments about implied blame, evidential proportion, rhetorical distance, cadence, and restraint.

C1 Beginning	Delimiting claims, assessing evidence, tracing causes, acknowledging objections, and describing change with reliable collocation.
C1 Intermediate	Approval without enthusiasm, criticism without aggression, probability without certainty, and disagreement without distortion.
C1 Advanced	Inference, concession, comparison, synthesis, rhetorical emphasis, and proportionate claims.
C2 Beginning	Context-sensitive meaning, collocation, and implied judgment across narrative, analytical, and professional prose.
C2 Intermediate	Compressed evaluation, indirect criticism, tonal ambiguity, and the line between what a sentence states and permits a reader to infer.
C2 Advanced	Polysemy, cadence, connotation, figurative extension, and the confidence to leave an impressive word unused when it adds only weight.

The governing principle
At the highest stage, the test is no longer "Can this word fit?" but "Would a careful writer choose it here, and what exactly would change if a plainer alternative replaced it?"

3 Inside one entry: eight coordinated movements

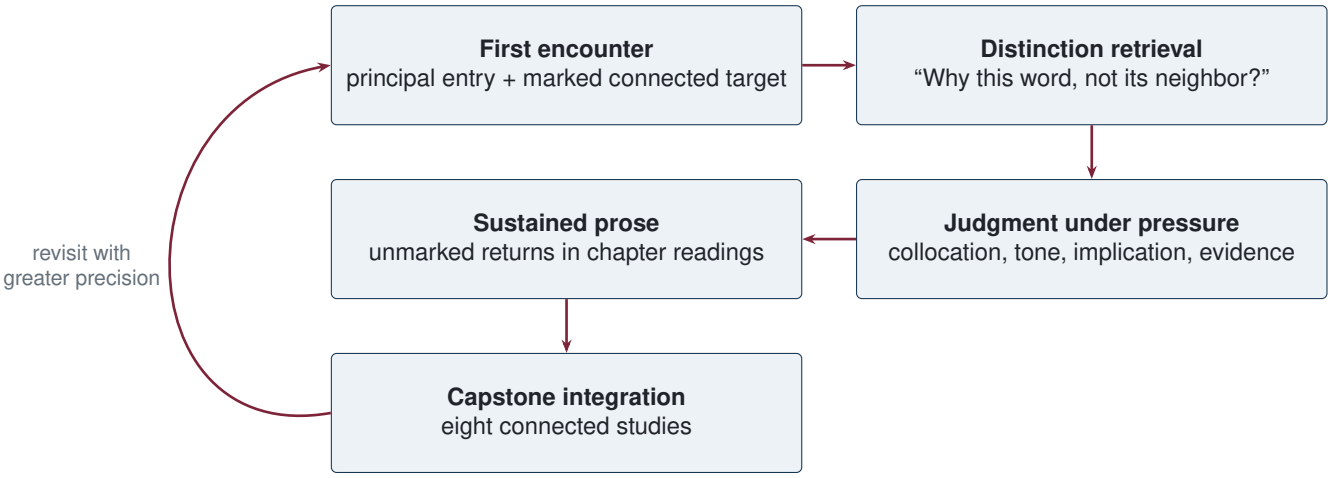

1 IN BRIEF
central sense and essential grammar
2 THE WORD IN ACTION
three varied contexts
3 THE STORY OF THE WORD
a secure and memorable history
4 THE FAMILY
productive relatives
5 SYNONYMS, BUT NOT QUITE
meaning by contrast
6 PATTERNS THAT MATTER
collocation and construction
7 CONNECTED WORD
one linked active target
8 THE PRECISE CHOICE
a compact decision rule
RETURN IN LATER EXERCISES AND READINGS

The article is designed as a decision-making instrument. A definition establishes the center; the examples reveal natural companions and tone; etymology restores a memorable image only when the history is secure; family members show grammatical and semantic movement; near-synonyms expose the boundaries; and the pattern section protects against combinations that are grammatical in theory but unnatural in use.

The final line is deliberately a choice rule rather than a repeated gloss. For *articulate*, for example, the retained distinction is that the achievement lies in giving thought connected verbal form—not merely uttering it. For *aplomb*, the criterion is poised execution made visible under pressure, not private confidence alone.

Why the "connected word" matters
Every principal article activates one additional word or expression. The link may be semantic, historical, contrastive, or collocational, but it must clarify both targets. This creates a second organized sequence rather than an incidental list of extra synonyms.

4 A cumulative memory system



The 360+360 targets are the explicit active core, not the full lexical richness of the volume. Definitions, histories, families, examples, comparisons, exercises, and readings are calibrated to introduce and reactivate many additional words and expressions. The system therefore operates in two concentric circles: a tracked repertory intended for active command and a much wider vocabulary enlarged through recurrent, contextualized exposure.

The book recommends a manageable session of three or four entries. Readers then formulate a true sentence in which each target is genuinely needed. At the next session, they retrieve a distinction rather than repeat a definition. This makes the workload finite enough to complete while still dense enough to build strong skill.

The cumulative promise is architectural, not numerical. Previously studied language returns without typographical warning. The interval is long enough to require retrieval, while the chapter reading and final capstone require vocabulary to function as part of coherent thought rather than as isolated display.

5 From accessible distinctions to selective command

The opening is intentionally usable. The book does not confront the reader immediately with ornamental obscurity. It begins with familiar-looking language whose advanced difficulty lies in precision, then rotates the same kinds of judgment through more demanding forms.

C1 BEGINNING · ENTRY 1.01 **articulate**
"After studying the faded plan, Lena articulated what the builder had tried to achieve without pretending to know his motive." The difficulty is not the topic; it is separating clear formulation from unsupported interpretation.

C1 BEGINNING · ENTRY 1.03 **credible**
"Mara found his apology more credible once he articulated the choice he had made and the cost it imposed." The reader weighs the basis of belief, not polish alone.

C2 BEGINNING · ENTRY 4.02 **commensurate**
"A conservation budget should be commensurate with the rarity of the collection and the stewardship expected over several decades." The task is to control relation, degree, and the governing preposition *with*.

C2 INTERMEDIATE · ENTRY 5.02 **disingenuous**
"The report's claim that no alternative existed seemed disingenuous because three alternatives appeared in its own appendix." The word attributes strategic evasion, so the sentence must supply evidence for that judgment.

C2 ADVANCED · ENTRY 6.26 **aplomb**
"The moderator handled three hostile questions with aplomb, remaining steadfast without turning firmness into theater." The article distinguishes visible poise from confidence, and quiet control from the more flamboyant *panache*.

The growth is gradual but cumulative. A reader first learns to give a claim clearer contour, then to control its register and stance, then to make its force proportionate to its evidence. At the capstone, earlier distinctions reappear inside sustained inquiry. Complexity is the result of recombination: the same ideas are rotated through harder contexts until vocabulary becomes an instrument of reasoning rather than an inventory of impressive forms.

6 The problem addressed: knowing is not governing

At high B2 and C1, comprehension can conceal an important weakness. A reader may recognize *plausible*, *credible*, *substantiate*, and *corroborate* while still treating them as broad equivalents. Productive command begins when the writer knows what degree of confidence each word assigns, what evidence it presupposes, and which constructions it naturally enters.

The book organizes advanced vocabulary around four recurring kinds of control:

- **Semantic boundaries:** what one near-neighbor claims that another does not.
- **Construction and collocation:** the preposition, complement, or noun partner that makes the expression idiomatic.
- **Stance and responsibility:** how a choice allocates certainty, blame, distance, warmth, or authority.
- **Register and rhythm:** whether the expression belongs naturally in speech, analysis, criticism, narrative, or professional prose.

The approach treats misuse as more than a dictionary error. Choosing *disingenuous* without evidence can unfairly attribute intent; using *corroborate* for evidence that merely agrees in appearance can overstate support; calling a response *commensurate* requires an intelligible measure of comparison. Lexical precision is therefore connected to intellectual and ethical precision.

The book's practical thesis
An advanced word earns its place only when it performs intellectual or expressive work that a simpler substitute cannot perform as well. Difficulty is justified by yield, not by rarity.

7 Six stages, each with a distinct didactic function

The chapters are evenly built around sixty principal entries, but they are not interchangeable blocks. Each stage changes the kind of task the reader is asked to perform.

1	**C1 Beginning**	Reliable distinctions for evidence, degree, change, and evaluation. Reading: *The Seed That Waited a Century*.
2	**C1 Intermediate**	Stance, register, professional judgment, and collocational control. Reading: *The Restorer's Dilemma*.
3	**C1 Advanced**	Inference, concession, synthesis, and the architecture of argument. Reading: *How Silence Is Built*.
4	**C2 Beginning**	Nuance that changes under contextual, analytical, and professional pressure. Reading: *The Map That Corrected the Traveler*.
5	**C2 Intermediate**	Implication, voice, difficult near-synonyms, and indirect evaluation. Reading: *The Useful Failure*.
6	**C2 Advanced**	Restrained use of connotation, cadence, polysemy, and figurative extension. Reading: *What Mastery Leaves Behind*.

The final reading, *The Life of Knowledge: Eight Connected Studies in Attention, Error, Craft, and Memory*, does not function as a seventh word list. It asks the full repertory to work inside connected reflection on observation, evidence, tools, repair, teaching, records, and memory. Vocabulary is assessed by whether it carries thought without drawing attention away from it.

A serious use of narrative
The readings are not parades of boldface targets. Each develops a subject worth reading on its own, while previously learned language returns as ordinary prose. That design tests whether the vocabulary has become available without a prompt.

8 The exercise architecture: 216 tests of judgment

Each chapter closes with 36 exercises and detailed commentary, for 216 exercises across the book. The items repeatedly test six practical operations:

- exact fit among plausible alternatives;
- semantic boundary testing;
- register shift;
- collocation and construction;
- tone and implication;
- surgical revision of vague prose.

These are not simple definition checks. A question may ask which sentence preserves a carefully worded research tone, which verb takes the intended complement, or which adjective makes a claim stronger than its evidence permits. Several options may be grammatical. Only one best fits the meaning, stance, construction, and context together.

The solutions are part of the teaching system. They explain not only why the answer works but why each distractor fails. For example, one solution distinguishes *credible*—trust supported by evidence and reliable sources—from *articulate*, *subtle*, and *integral*, none of which establishes believability. Another explains why *persist* normally takes *in* plus a gerund, why *aspire* takes *to*, and why *attain* is directly transitive.

Exercise load and completion. The number of exercises is deliberately weighted: large enough to revisit all major distinctions and constructions, but not inflated into a count that makes completion unrealistic. Open items receive model answers without pretending that one formulation is uniquely defensible.

9 Selection, sources, and editorial controls

The vocabulary was screened through three questions: Is the item alive in contemporary educated English? Does it travel across serious journalism, essays, criticism, literature, professional discussion, and cultivated speech? Does it create a distinction worth owning? Specialized nomenclature, transient jargon, ornamental archaism, and words whose main modern function is to display erudition were excluded unless a productive general use justified inclusion.

The book reports using the English Vocabulary Profile, the Oxford 5000, CEFR-J and Octanove C1/C2 profiles, and contemporary corpus evidence as reference points rather than as authorities. Quantitative screening used *wordfreq* 3.1.1 to identify exceptionally rare candidates; COCA, iWeb, and NOW supplied supplementary evidence for genre balance, scale, recency, and collocation. Historical dictionaries and etymological references were used to check ancestry and word-family relations.

No list was used to assign CEFR levels mechanically. Frequency can establish that a word occurs; it cannot establish that advanced learners need it, that its productive sense is broadly useful, or that its collocations are mastered. The final selection combines quantitative screening with editorial judgment about register, domain range, expressive yield, and ethical use.

Original composition and ethical review
The book states that all definitions and examples were written for the work. Reference sources were used to verify meaning, history, grammar, regional variation, and collocation. The readings permit uncertainty, loss, institutional pressure, and imperfect compromise while avoiding stereotype, humiliation, and gratuitous harm as teaching devices.

10 Readers and modes of use

The book is suitable for learners whose general English is already strong enough for ordinary conversation, newspapers, lectures, and much contemporary fiction, yet whose productive vocabulary remains less exact than their thought. A high-B2 reader can enter at C1 Beginning and use the six stages as a complete route. A C1 or C2 reader can work selectively, provided earlier connected targets are revisited. Fluent and native speakers can use the work as a structured review of usage, connotation, argument, and professional style.

Three complementary modes are built into the design:

1. **Sequential study:** three or four entries per session, followed by sentence production and delayed retrieval.
2. **Diagnostic review:** exercises reveal whether the weakness lies in meaning, collocation, register, implication, or evidential proportion.
3. **Reference and rereading:** the two alphabetical indexes support return to principal and connected targets, while the readings show how the same vocabulary functions in extended prose.

The audience is therefore broader than examination preparation. The book can support advanced language instruction, editing and writing practice, professional communication, literary reading, and self-directed vocabulary development. Its standard is not test recognition but choice under context.

11 Authorship and the editorial project

Advanced English Vocabulary is credited to Arthur Levin and published by Maxergon School in Toronto as a first edition in 2026. The supplied book does not include a conventional author biography or publication list; this article therefore limits its author record to those verifiable facts rather than inventing background information.

The project is best understood through its editorial decisions: a monolingual English explanation throughout; a six-stage C1–C2 path; 720 linked active objectives; consistent eight-part articles; three examples per principal entry; cumulative returns; chapter readings; reasoned solutions; an eight-part capstone; and separate alphabetical indexes for the principal and connected sequences.

Scope without inflation
The project is large—759 pages—but its claims remain specific. It does not present its C1/C2 assignments as an official CEFR vocabulary list, does not equate rarity with advancement, and does not promise that recognition alone becomes mastery. It constructs repeated opportunities for choice.

12 Comparison: *Verbal Advantage* and a different model of depth

Charles Harrington Elster's *Verbal Advantage* is an important point of comparison because it shares the idea that vocabulary should be taught through a graduated program rather than an undifferentiated list. Random House describes it as a ten-step lifetime vocabulary builder derived from an audio series, teaching 500 key words and 3,000 synonyms with meanings, histories, usage, and pronunciation.

The kinship is genuine: both works value progression, explanation, word history, pronunciation, and durable learning. Their instructional centers, however, are different.

	Verbal Advantage	*Advanced English Vocabulary*
Organizing frame	Ten-step general vocabulary-building program	Six pedagogical stages explicitly calibrated from C1 Beginning to C2 Advanced
Tracked scope	500 key words and 3,000 synonyms, as described by the publisher	360 principal articles plus 360 connected active targets
Unit emphasis	Meaning, pronunciation, history, usage, and synonym expansion	Eight-part lexical article centered on near-synonym boundaries, collocation, construction, register, and a final choice rule
Practice system	Graduated lifetime-building program	Spaced connected-word return, 216 judgment exercises with reasoned solutions, six chapter readings, and an eight-part capstone
Productive standard	Building a powerful vocabulary	Making semantic force, implication, and evidential responsibility controllable in sustained English

The newer book's distinctive strength is the integration of these elements into one repeated architecture. It does not seek to surpass Elster by claiming more synonyms or rarer words. It concentrates more narrowly on the transition from high B2 into C1–C2 productive control: how a word behaves with its habitual partners, what responsibility it assigns, when it sounds excessive, and whether it remains the best choice inside a paragraph rather than a lesson. The comparison clarifies two complementary traditions—broad graduated vocabulary building and intensive lexical calibration—without diminishing either work.

13 A distinct editorial position

The book's identity lies in a combination rather than a single innovation. Monolingual explanation, etymology, word families, and synonym work are established methods. Here they are coordinated with metadata for pronunciation and register, exact constructional patterns, one connected active target per entry, spaced unmarked recurrence, equal chapter architecture, judgment exercises, reasoned solutions, and sustained recomposition.

This produces several particular strengths:

- **Depth without obscurity:** selective words are admitted only when they yield a useful distinction.
- **Breadth without a loose list:** the 720 active targets are linked through explicit semantic and collocational relations.
- **Grammar inside vocabulary:** prepositions, complements, countability, and fixed frames are taught as part of lexical ownership.
- **Ethics inside style:** words that imply intent, blame, certainty, or authority require evidence proportionate to their force.
- **Reading as assessment:** chapter and capstone prose test whether targets can disappear into thought rather than remain visible as lesson objects.

Its most persuasive claim is therefore not that it contains the greatest number of advanced words. It is that a controlled repertory can be made more powerful through repeated, varied, and accountable use.

14 The scale of the work

Principal sequence	360 articles, sixty in each of six stages
Connected sequence	360 additional words and expressions, each introduced through a principal article and returned later
Article components	Eight fixed movements; every principal entry includes three “word in action” examples
Chapter synthesis	Six readings: one after each sixty-entry stage
Practice	36 exercises per chapter; 216 total; every set followed by solutions and commentary
Final synthesis	*The Life of Knowledge*, eight connected studies integrating the active repertory
Reference apparatus	Selection-and-sources note, principal references, and separate alphabetical indexes for both sequences
Physical extent	759 pages in a 6 × 9-inch first edition

The numerical architecture is unusually transparent, but the scope is best measured by recurrence. A target may appear as a definition, an example, a near-neighbor, an answer choice, a correction, or an unmarked word in narrative prose. Each change of role asks a different question of memory.

What readers ultimately acquire
The explicit repertory is 720 targets. The surrounding language is much larger. Because the explanations themselves are written at an advanced but controlled level, the reader encounters an additional field of vocabulary in meaningful relation to the tracked core.

15 Representative pages from the book

The following reproductions document four different layers of the project: the accessible opening article, reasoned exercise commentary, a selective C2 article, and the opening of the final capstone. They are reproduced at readable scale with authorization from the rights holders.

A Page 20: *articulate*, the first article and the beginning of the C1 progression.

B Page 124: the first solutions page, showing explanations of semantic boundaries and constructions.

C Page 617: *aplomb*, a C2 Advanced article that joins pronunciation, visible poise, etymology, and family structure.

D Page 695: the capstone opening, where the full repertory begins to function inside sustained prose.

Page references in this article follow the visible numbered pages of the supplied book.

Arthur Levin

Chapter 1 — C1 Beginning

From adequacy to precision: reliable distinctions for evidence, degree, change, and evaluation.

1.01 articulate

Part of speech: verb; adjective · Pronunciation: v. /ɑrˈtɪkjəleɪt/; adj. /ɑrˈtɪkjələt/ · Pronunciation note: The verb ends in /leɪt/; the adjective ends in unstressed /lət/. · Register: Neutral educated English; natural in speech, essays, reviews, and professional discussion. · Pattern: articulate an idea/concern/vision; articulate why/how; an articulate speaker; be articulate about something

IN BRIEF

To articulate an idea is to give it clear verbal shape, with its parts joined in an intelligible order. An articulate person does this readily. The word describes organized expression, not a polished accent, a loud voice, or social confidence; someone may pause often and still speak with remarkable exactness.

THE WORD IN ACTION

- After studying the faded plan, Lena articulated what the builder had tried to achieve without pretending to know his motive.
- The report articulates three reasons for changing the schedule and shows how each follows from the recorded data.
- I knew the melody troubled me, but Tomas was the first person able to articulate why the final chord felt unresolved.

THE STORY OF THE WORD

English took articulate from Latin articulare, ‘to divide into joints or distinct parts,’ built on articulus, a small joint. Speech acquired the same image: sounds were divided cleanly, then thought itself was given separate, connected parts. The anatomical sense survives in an articulated limb; the intellectual sense turns good expression into well-jointed movement.

THE FAMILY

articulation — the act or result of putting thought into clear language; it can also name the production of speech sounds

articulately — with ideas arranged and voiced clearly, as in ‘She answered slowly but articulately’

Figure 1: *

Figure A. The first article begins with a familiar productive verb and shows that advanced work can start from precision rather than obscurity.

D. [Surgical Revision] For the final evaluation, revise the overstatement “Every gallery improved after the redesign.” The evidence shows broad improvement, two unchanged rooms, and no general shift in the curator’s standpoint. Which version is exact?

A. The galleries improved from a new perspective.

B. The galleries improved markedly without exception.

C. On the whole, the galleries improved after the redesign.

D. Perspective improved every gallery.

Solutions and Commentary

1. **B — credible.** Credible points to trust earned through sound evidence and reliable sources, not simply polish or confidence in this particular case. Articulate concerns clear expression, subtle concerns a fine or easily missed difference, and integral means structurally necessary to a whole; none of those alone establishes that an account deserves belief.

2. **C — profound delay.** Profound implies exceptional depth of thought, feeling, or effect, so a seven-minute delay cannot carry it without comic exaggeration. Robust aptly signals resistance to variation; notable marks a gap deserving attention; intriguing describes a clue that awakens curiosity.

3. **D — skeptical.** Skeptical states that the researchers withhold acceptance until adequate evidence is available, exactly their position. Fragile would describe an unstable conclusion, adverse means unfavorable rather than unproven, and authentic asks whether something is faithful or genuine, not whether the evidence is sufficient.

4. **A — persisted in recording.** Persist normally takes in plus a gerund when it names continued action. Aspire takes to plus a noun or infinitive, attain is directly transitive and does not take at, and facilitate takes an activity or process as its object rather than a person followed by an infinitive.

5. **C — lingered.** Lingered lets the scent remain gently beyond the expected moment and carries no evaluation that this du-

Figure 2: *

Figure B. Reasoned solutions teach why alternatives fail, turning assessment into continued instruction.

serenity — suggests peaceful stillness and may have a contemplative tone

PATTERNS THAT MATTER

The standard combinations are maintain, retain, recover, or lose equanimity and face something with equanimity. The noun is noncount in ordinary use. Do not confuse it with equality, and do not infer emotional absence: steadiness may require fully acknowledging grief, anger, or delight.

CONNECTED WORD

composure — Composure is visible steadiness in a particular episode: 'She recovered her composure before speaking.' Equanimity suggests a more lasting evenness across changing fortune, whether or not anyone is watching.

THE PRECISE CHOICE

Choose equanimity when balance persists across pressure and praise over time. For a single recovered moment, composure is usually more natural.

6.26 aplomb

Part of speech: noun · Pronunciation: /əˈplɑm/ · Pronunciation note: The final b is silent. · Register: Cultivated and current, especially in with aplomb and handle something with aplomb. · Pattern: with aplomb; handle/perform X with aplomb; considerable aplomb

IN BRIEF

Aplomb is poised self-confidence displayed while handling something difficult, exposed, or socially sensitive. It names manner in action rather than a private belief about one's abilities. Because the word includes visible ease, success achieved through obvious strain may be admirable without being performed with aplomb.

THE WORD IN ACTION

- Resolute after the first mechanism jammed, the demonstrator opened the spare instrument and continued with aplomb.
- The moderator handled three hostile questions with aplomb, remaining steadfast without turning firmness into theater.
- You carried the improvised toast off with such aplomb that nobody guessed you had learned of it two minutes earlier.

Figure 3: *

Figure C. A C2 Advanced entry demonstrates the stable eight-part architecture at a more selective level.

Capstone Reading

The Life of Knowledge: Eight Connected Studies in Attention, Error, Craft, and Memory

Knowledge does not move in a straight line from observation to certainty. It passes through notebooks, tests, instruments, repaired objects, learned gestures, amended records, and classrooms whose students will ask different questions. The eight studies that follow examine those passages. Each begins with a practical scene and asks what must be kept visible if another person is to continue the work.

The sequence is cumulative but not a single story. Its recurring marks, tools, surfaces, and records belong to different settings. Together they trace a shared problem: information can survive while understanding disappears, and a result can remain useful only when its conditions travel with it. The task is neither to freeze inherited knowledge nor to celebrate change by itself. It is to leave enough clarity, access, and room for responsible continuation.

I. The Discipline of Notice

The first page of a field notebook is rarely articulate. A shell is white, the wind cold, the path wet: language arrives as fragments because attention has not yet found its form. This roughness can be stimulating. Only an unfinished page leaves later questions room to breathe. A notebook with a built-in demand for polished conclusions would produce elegant guesses, not robust observations capable of surviving a second visit.

A novice may aspire to an authentic account of a place. She may remain hesitant before its abundance. At an estuary, reeds lean, insects touch the surface, and distant machinery pulses behind the birds. The page first receives the scene, then learns how to sort it. If the observer records only what seems important, details dwindle before anyone has learned which ones bear significance. Fidelity begins by postponing rank.

Figure 4: *

Figure D. The capstone reading integrates vocabulary into connected inquiry rather than typographically displaying targets.

16 The author's preface, reproduced in full

The distance between knowing and choosing

There is a stage in learning English at which progress becomes difficult to measure. Ordinary conversation is no longer an obstacle. Newspapers, lectures, and most contemporary fiction are broadly intelligible. The learner can explain a position, defend it, and revise it. Yet a stubborn distance remains between the thought intended and the sentence produced. The problem is no longer a lack of ideas. It is a lack of grip.

That distance is not closed by accumulating curiosities. It is closed by learning to choose. An advanced speaker does not necessarily use longer words or more elaborate sentences. Advanced command is visible in distinctions: between a claim that is plausible and one that is credible; between reluctance, reticence, and outright refusal; between evidence that suggests, indicates, substantiates, or corroborates. Two expressions may point toward the same general meaning while assigning different degrees of confidence, responsibility, distance, or emotional force.

This book is about that transition—from possessing English words to governing them. Its vocabulary belongs to contemporary literature, serious journalism, essays, criticism, public discussion, professional communication, and cultivated speech. Some entries are relatively frequent but difficult to use with precision. Others are selective without being obscure. Every main word and expression has to earn its place by doing intellectual or expressive work that a simpler substitute cannot do as well.

English makes this task unusually rich. Its vocabulary has grown through Germanic inheritance, French and Latin contact, Greek scholarship, trade, migration, science, empire, popular culture, and continual invention. As a result, English often offers several near-neighbors where another language might offer one. A short Germanic verb may sound direct and physical; a Latinate alternative may sound analytical, institutional, or detached. A phrasal verb can be more natural in speech than its one-word counterpart, while the one-word form may be more exact in a report. Register is not a ladder on which the longest word stands highest. It is a system of fit.

The six stages from C1 Beginning to C2 Advanced therefore do not sort words merely by rarity. A word can be easy to recognize and difficult to command. Knowing that *qualified* can mean "limited by conditions" is not the same as knowing how to qualify a claim without weakening it into meaninglessness. Recognizing an idiom is not the same as sensing when it sounds fresh, when it sounds routine, and when it would be wrong for the context. At the highest stages, difficulty lies increasingly in collocation, implication, rhythm, metaphorical extension, and restraint.

Preface (continued)

Every entry begins with a concise explanation in English and moves immediately into use. Three examples place the target in different settings and expose its normal companions. The etymology is not included as decoration. When the history is secure, it restores the image or action from which the modern meaning developed; when a proposed origin is uncertain, the uncertainty is stated. Word families show how a root changes grammatical role and emotional temperature. Near-synonym discussions occupy the center of the method because advanced vocabulary grows through contrast, not through lists of interchangeable labels.

Alongside the 360 principal entries runs a second sequence of 360 satellite words and expressions. A satellite appears because the main entry creates a genuine need for it: a family relation, a neighboring concept, a useful opposite, or a distinction that completes the semantic field. Satellites may range from high B2 to C2. Their level matters less than their contribution. A familiar word can be pedagogically powerful when it marks the precise boundary of a harder one.

The book is deliberately cumulative. After its first highlighted appearance, each satellite returns without typographical help in later material. Principal entries also reappear as the chapters advance. These returns are spaced widely enough to require retrieval rather than immediate recognition. The reader is not asked to cross 360 isolated rooms; the walls gradually open, and earlier words become part of the language used to explain later ones.

The readings at the end of each chapter recompose the new vocabulary into sustained prose. They are not contrived parades of target words. Each examines a subject worth reading about in its own right and allows the vocabulary to work under narrative and intellectual pressure. The exercises test judgment: which near-synonym preserves the degree of certainty, which collocation is idiomatic, which revision alters the tone, and which apparently impressive word is actually the less honest choice. The final capstone gathers the entire active repertory into a sequence of connected essays and narratives.

The goal is not to make the reader sound “advanced.” It is to make more exact thought available in English—and to make that exactness feel natural.

17 Complete repertory of the 360 principal entries

The list below follows the book's six-stage order. Page references have been checked against the visible page numbers in the supplied edition. Connected words and expressions form a separate 360-item sequence indexed in the book.

C1 Beginning — from adequacy to precision

1.01 **articulate** 20
1.02 **compelling** 21
1.03 **credible** 23
1.04 **explicit** 24
1.05 **subtle** 26
1.06 **inherent** 27
1.07 **integral** 29
1.08 **viable** 30
1.09 **robust** 32
1.10 **worthwhile** 33
1.11 **notable** 35
1.12 **meaningful** 36
1.13 **profound** 38
1.14 **thought-provoking** 39
1.15 **intriguing** 41
1.16 **distinctive** 42
1.17 **authentic** 44
1.18 **arbitrary** 45
1.19 **adverse** 47
1.20 **acute** 48
1.21 **fragile** 50
1.22 **reluctant** 51
1.23 **skeptical** 53
1.24 **cautious** 54
1.25 **aspire** 56
1.26 **strive** 57
1.27 **attain** 59
1.28 **foster** 60
1.29 **facilitate** 61
1.30 **diminish** 63
1.31 **persist** 64
1.32 **prevail** 66
1.33 **flourish** 67
1.34 **thrive** 69
1.35 **linger** 70
1.36 **cease** 71
1.37 **commence** 73
1.38 **embark** 74
1.39 **accumulate** 76
1.40 **allocate** 77
1.41 **align** 78
1.42 **coincide** 80
1.43 **complement** 81
1.44 **compromise** 83
1.45 **consensus** 84
1.46 **constraint** 86
1.47 **counterpart** 87
1.48 **aftermath** 89
1.49 **backdrop** 90
1.50 **threshold** 92
1.51 **spectrum** 93
1.52 **scope** 94
1.53 **realm** 96
1.54 **legacy** 97
1.55 **premise** 99
1.56 **outlook** 100
1.57 **sentiment** 102
1.58 **notably** 103
1.59 **in the wake of** 105
1.60 **by and large** 106

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2.01 **nuanced** 131
2.02 **rational** 132
2.03 **empirical** 134
2.04 **theoretical** 135
2.05 **peculiar** 137
2.06 **stark** 138
2.07 **sheer** 140
2.08 **mere** 141
2.09 **marginal** 142
2.10 **pronounced** 144
2.11 **forthcoming** 145
2.12 **underlying** 147
2.13 **misleading** 148
2.14 **problematic** 150
2.15 **legitimate** 151
2.16 **renowned** 153
2.17 **chronic** 154
2.18 **selective** 155
2.19 **respectively** 157
2.20 **predominantly** 158
2.21 **characterize** 160
2.22 **differentiate** 161
2.23 **contemplate** 163
2.24 **contend** 164
2.25 **concede** 166
2.26 **conceive** 167
2.27 **deem** 168
2.28 **depict** 170
2.29 **disclose** 171
2.30 **distort** 173
2.31 **embody** 174
2.32 **encompass** 175
2.33 **evoke** 177
2.34 **extract** 178
2.35 **formulate** 180
2.36 **invoke** 181
2.37 **manipulate** 183
2.38 **portray** 184
2.39 **presume** 186
2.40 **render** 187
2.41 **simulate** 189
2.42 **undermine** 190
2.43 **verify** 191
2.44 **warrant** 193
2.45 **constitute** 194
2.46 **correlate** 196
2.47 **intervene** 197
2.48 **inhibit** 199
2.49 **induce** 200
2.50 **heighten** 202
2.51 **exert** 203
2.52 **provoke** 205
2.53 **consolidate** 206
2.54 **compile** 208
2.55 **scrutiny** 209
2.56 **discretion** 210
2.57 **all things considered** 212
2.58 **take something at face value** 213
2.59 **be that as it may** 215
2.60 **to this end** 216

C1 Advanced — shaping an argument

3.01 **integrity** 241
3.02 **accountability** 242
3.03 **autonomy** 244
3.04 **dignity** 245
3.05 **conscience** 247
3.06 **compassion** 248
3.07 **restraint** 250
3.08 **tolerance** 251
3.09 **transparency** 253
3.10 **validity** 254
3.11 **consistency** 256
3.12 **reliability** 257
3.13 **complexity** 259
3.14 **contradiction** 260
3.15 **irony** 262
3.16 **rhetoric** 263
3.17 **discourse** 265
3.18 **synthesis** 266
3.19 **analogy** 268
3.20 **aesthetic** 269
3.21 **merit** 271
3.22 **virtue** 272
3.23 **liability** 274
3.24 **vulnerability** 275
3.25 **momentum** 277
3.26 **emergence** 278
3.27 **transformation** 280
3.28 **deterioration** 281
3.29 **revival** 283
3.30 **dilemma** 284
3.31 **precedent** 285
3.32 **objection** 287
3.33 **justification** 288
3.34 **contention** 290
3.35 **assertion** 291
3.36 **proposition** 292
3.37 **reasoning** 294
3.38 **critique** 295
3.39 **relevance** 297
3.40 **likelihood** 299
3.41 **uncertainty** 300
3.42 **hierarchy** 302
3.43 **benchmark** 303
3.44 **distinction** 305
3.45 **correspondence** 306
3.46 **reflection** 308
3.47 **realization** 309
3.48 **revelation** 311
3.49 **magnitude** 312
3.50 **overlook** 314
3.51 **uphold** 315
3.52 **sustain** 317
3.53 **suppress** 318
3.54 **counter** 319
3.55 **attribute** 321
3.56 **notwithstanding** 322
3.57 **nonetheless** 324
3.58 **thereby** 325
3.59 **whereby** 327
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4.03 **tacit** 356
4.04 **equivocal** 357
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4.06 **salient** 360
4.07 **incisive** 362
4.08 **judicious** 363
4.09 **circumspect** 365

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4.11 **forthright** ... 368
4.12 **meticulous** ... 369
4.13 **discerning** ... 371
4.14 **eloquent** ... 372
4.15 **coherent** ... 374
4.16 **plausible** ... 375
4.17 **resilient** ... 377
4.18 **rigorous** ... 378
4.19 **pervasive** ... 380
4.20 **intrinsic** ... 381
4.21 **substantive** ... 383
4.22 **contingent** ... 384
4.23 **tentative** ... 386
4.24 **ambivalent** ... 387
4.25 **counterintuitive** ... 389
4.26 **negligible** ... 390
4.27 **pivotal** ... 392
4.28 **germane** ... 393
4.29 **mitigate** ... 395
4.30 **exacerbate** ... 396
4.31 **substantiate** ... 398
4.32 **corroborate** ... 399
4.33 **reconcile** ... 401
4.34 **delineate** ... 402
4.35 **elucidate** ... 404
4.36 **qualify a claim** ... 405
4.37 **infer** ... 407
4.38 **insinuate** ... 408
4.39 **posit** ... 410
4.40 **refute** ... 411
4.41 **rebut** ... 413
4.42 **preclude** ... 414
4.43 **forestall** ... 416
4.44 **engender** ... 417
4.45 **nurture** ... 418
4.46 **erode** ... 420
4.47 **redress** ... 421
4.48 **withstand scrutiny** ... 423
4.49 **distill** ... 424
4.50 **underscore** ... 426
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5.03 **exacting** ... 468
5.04 **perfunctory** ... 469
5.05 **contrived** ... 471
5.06 **reductive** ... 472
5.07 **idiosyncratic** ... 474
5.08 **incongruous** ... 475
5.09 **inscrutable** ... 477
5.10 **intractable** ... 478
5.11 **ostensible** ... 480
5.12 **spurious** ... 481
5.13 **gratuitous** ... 483
5.14 **glib** ... 484
5.15 **trenchant** ... 486
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5.18 **measured** ... 490
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5.20 **strident** ... 493
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5.25 **reticent** ... 500
5.26 **resolute** ... 502
5.27 **mercurial** ... 503
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5.35 **construe** ... 515
5.36 **equivocate** ... 516
5.37 **sidestep the issue** ... 518
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5.39 **repudiate** ... 521
5.40 **voice reservations** ... 522
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5.42 **recant** ... 525
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5.44 **marshal evidence** ... 528
5.45 **juxtapose** ... 530
5.46 **obfuscate** ... 532
5.47 **circumvent** ... 533
5.48 **supplant** ... 535
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5.51 **lend itself to** ... 539
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5.54 **in keeping with** ... 544
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6.03 **anodyne** ... 582
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6.05 **cavalier** ... 585
6.06 **credulous** ... 586
6.07 **cryptic** ... 588
6.08 **effusive** ... 589
6.09 **ephemeral** ... 591
6.10 **facetious** ... 593
6.11 **fraught** ... 594
6.12 **hackneyed** ... 596
6.13 **implacable** ... 597
6.14 **invidious** ... 599
6.15 **myopic** ... 600
6.16 **parsimonious** ... 602
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6.25 **equanimity** ... 616
6.26 **aplomb** ... 617
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6.28 **probity** ... 620
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6.30 **caveat** ... 623
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6.32 **corollary** ... 626
6.33 **dichotomy** ... 628
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6.39 **vestige** ... 637
6.40 **impasse** ... 638
6.41 **assuage** ... 640
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6.43 **coalesce** ... 643
6.44 **disabuse someone of** ... 644
6.45 **elicit** ... 646
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6.58 **give the lie to** ... 666
6.59 **cut both ways** ... 667
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18 Essential references and documentary basis

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Documentary note

All claims about the book's counts, organization, terminology, examples, readings, exercise structure, selection method, and page extent were checked against the supplied 2026 edition. The comparison with *Verbal Advantage* uses Random House's official description for that work's stated structure and scope. Comparative language in this article identifies differences of design; it does not claim that one work supersedes the other.

19 Suggested Internet Archive deposit record

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